

**TECHNIQUE USED BY TEACHER IN DEVELOPING STUDENTS'  
SPEAKING SKILL AT SECOND GRADE  
OF SMP N 1 SURAKARTA**



**Submitted as a Partial Fulfilment of the Requirements  
for Getting Bachelor Degree of Education  
in English Department**

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APPROVAL

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PUBLICATION ARTICLE

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# **TECHNIQUE USED BY TEACHER IN DEVELOPING STUDENTS' SPEAKING SKILL AT SECOND GRADE OF SMP N 1 SURAKARTA**

## **Abstrak**

Penelitian ini terbatas pada teknik guru untuk keterampilan berbicara di SMP N 1 Surakarta pada tahun akademik 2018. Penelitian ini bertujuan 1) untuk mendeskripsikan teknik untuk mengembangkan kemampuan berbahasa Inggris siswa di SMP N 1 Surakarta., 2) untuk mendeskripsikan kelemahan dan kekuatan teknik guru yang digunakan di SMP N1 Surakarta dan (3) untuk menggambarkan kesulitan guru dalam menggunakan teknik. Penelitian ini menggunakan penelitian kualitatif karena penelitiannya menggambarkan teknik yang digunakan oleh guru bahasa Inggris di SMP N 1 Surakarta. Objek penelitian adalah teknik kelas yang digunakan oleh guru bahasa Inggris di SMP N 1 Surakarta tahun ajaran 2017/2018. Sumber data dan data dalam penelitian ini adalah observasi dan catatan wawancara yang terkumpul di lapangan. Peneliti menggunakan observasi dan wawancara dalam metode pengumpulan data. Data dianalisis dengan menggunakan metode interaktif yang mencakup tiga komponen utama, yaitu reduksi data, tampilan data, dan kesimpulan atau verifikasi. Manfaat praktis dapat diperoleh oleh guru dan siswa. Guru dapat menemukan teknik yang tepat untuk mengajarkan keterampilan berbicara. Jadi hasil penelitian ini dapat menjadi referensi tambahan dalam proses belajar mengajar. Siswa akan menikmati kelas untuk berbicara lebih banyak, sehingga mereka dapat meningkatkan kemampuan berbicara mereka dengan mudah.

**Kata Kunci:** Teknik guru untuk mengajarkan keterampilan berbicara, kualitatif.

## **Abstract**

This research is limited to teacher technique to speaking skill at SMP N 1 Surakarta in the academic year 2018. The study aims 1) to describe the techniques to develop student's English speaking Skill at SMP N 1 Surakarta., 2) to describe the weaknesses and strengths of the teacher's technique used at SMP N1 Surakarta and (3) to describe the teacher's difficulty in using the technique. This research used qualitative research because the research described technique used by English teacher at SMP N 1 Surakarta. The object of research is classroom techniques used by English teacher in SMP N 1 Surakarta academic year 2017/2018. The data and data source in this research are observation and interview notes accumulated in the field. The researcher used observation and interview in method of collecting data. The data were analysed by using interactive method that includes three main components, namely the reduction of the data, the display of the data, and conclusion or verification. The practical benefits can be gained by teachers and students. Teachers can find the right techniques to teach speaking skills. So the results of this study can be an additional reference in the process of teaching and learning. Students will enjoy the class to speak more, so they can improve their speaking ability easily.

**Keyword :** Teacher techniques to teach speaking skills, qualitative.

## **1. INTRODUCTION**

Teaching Language is important because language is the effective way to communication in our daily life. English is important for human to communicate to others related to their culture and environment. One of the important languages in the world is English. It is used as second language and as official language in many other countries. It make English important that every should master and make it more important school subject in most school in the word.

Harmer,in Tarigan(1990 : 12) writes that when teaching speaking ,we can apply three major stages such as introducing new language,practice and communicative activity. In SMP N1 Surakarta, teachers use English in speaking and mother tongue to help student to understand easily.

From the pervious studies, the research were concerned to identity the teaching technique in teacher speaking. All of the research found that language is also important in communication. English becomes important since it is the international language and make many countries use it. It make English important that everyone should master and make it one important school subject that must be taught.

In this study, the researcher was interested in describing teacher's technique in speaking class in SMP N 1 Surakarta. To prove the originality of this research, the researcher takes some previous studies related to techniques of teaching English. There are Nanda Ari Murti (2008) conducted the research to describing the type classroom technique and focused on developing students' vocabulary. Imma Kurniawaty (2017) conducted the research to describing the technique of teaching of speaking used by teacher at SMP N 1 Karangdowo. Romadani Putri (2017) conducted the research to describing the result of study in teaching speaking. Umar (2014) conducted the research to implement the improvisation technique to improve students' speaking ability. Puspitaningrum (2016) conducted the research classroom technique used in speaking activities in English classroom at SMP Muhammadiyah 1 Surakarta. Then Noor Rahmawati conducted the research to find out the effect of retelling on the students fluency and to know the strategies used by those students while retelling a story.

This research focuses on speaking technique used by the English teacher at SMP N 1 Surakarta in 2017/2018 academic year. The theory related to this research includes notion of speaking, type of speaking, element of speaking ability, notion of teaching speaking, characteristics of a successful speaking activity, teacher's role and student's role. Thus, this study can expand the previous studies and in other research fields.

## **2. METHOD**

According to Williams (1989: 66) "Naturalistic inquiry is inquiry conducted in natural settings (in the field of interests, not in laboratories), using natural methods (observation, interviewing, thinking, reading, writing) in natural ways by people who have natural interest in what they are studying (practitioners, such teachers, counselors, and administrators as well as researchers and evaluator)." The research was conducted in the fields by observing, interviewing, and collecting data in natural ways.

This research used qualitative research because the researcher described about techniques used by English teacher at SMP N 1 Surakarta. The subject of the research is the English teacher at SMP N1 Surakarta in 2017/2018 Academic Year. The object of research is focused on classroom technique used by English teacher in SMP N 1 Surakarta academic year 2017/2018. and two classroom of research that is class 8A and class 8F. In this research, the form of the data was information about teaching of English process based on observation and interview notes accumulated in the field.

## **3. FINDING AND DISCUSSION**

The data were taken from observation, interview, and document related to the topic on February 02th, 2018 and February 05th, 2018. The researcher presents the research findings, as follows: 1) Procedure of teaching, 2) teacher's technique, 3) the strengths and weakness of the technique, and 4) the teacher's difficulty.

### **3.1 Procedure of teaching**

Based on the observation of SMP N 1 Surakarta teacher Classroom A and Classroom F, use English in speaking and mother tongue to help students to understand easily. The teachers have interesting content and ways to convince

learners and their motivations. Techniques for introducing teacher demonstration lessons focus on activities that equip students to practice speaking skills, Speak when students think and learn, Talk about various situations in class. This is the kind of questioning technique used to make students brave.

### **3.2 Teacher's technique**

Based on the observation of SMP N 1 Surakarta, Focuses on activities that enable learners to practice their speaking and acting skills. The teacher always adjusts the learning technique following the subject in each lesson. Teachers use various media to teach children to be interested and fun.

### **3.3 The weakness and strenghts of the techniques**

Based on observations and interviews, researchers have found a weakness and strength, of speaking technique, was only several students who wanted to talk and comment moreover should be speaker in English. On the other hand, the strenght of this technique, that it would make the students to be branve to speak with other, to train their mental, espesiallly if they met foreigners.

### **3.4 The teacher's difficulty**

Based on interview on February 08th, 2018 and February 09th, 2018, it was found that difficulty occurred when the teacher explain the material, the student did not listen to the teacher. They talked with their friends.

Clark and Clark (1977) state that communication is a language, which is carried out through two basic human activities, namely speaking and listening. In speaking we up our idea into words for other people to understand our ideas and hope people gives feedback. That is why the two activities cannot be separated from one another. They are integral part of language. It means that when we study language we also think how people speak and understand each other. Based on the observation, the researcher found the appropriate technique that should be used on the second grade of Junior High School. Basically the students still a children, so they need something new than a lot of material that has written in the books. The speaker at SMP N 1



Surakarta used conversation technique to encourage the students' speaking ability. All of the students easy to understand

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts" (Chaney, 1998 p. 13). Today's world requires that the goal of teaching speaking should improve student's communicative skills, because only in the way, students can express themselves and learnt how to follow the social and cultural rules appropriate in each communicative circumstance. After observation speaking class at SMP N 1 Surakarta the researcher can see that the teacher have good cooperation while teaching learning process.

To sum up, speaking skill was always related to communication. If effective communication was achieved, then the teacher should see successful speaking performance. Based on the observation in the several class of speaking, the researcher conclude that the teaching learning on speaking class can be called success. Based on several category of successful speaking activity, the teacher speaker had done it. Point one if as a deliver material was given chance to all students to speak up by walked around the class to choose one by one students to give their opinion or just speak up

#### **4. CONCLUSION**

Teacher's technique on speaking class at second grade of SMP N 1 Surakarta was used conversation technique. This research focussed on the technique that used by teacher in the speaking class This research focussed on the second grade of Junior High School in this school. The teacher taught by conversation technique that appropriate for students of Junior High School and used various topic for each class.

English teachers are responsible for opening and controlling the learning process. The student's role is to comment. Teachers use classroom discussion techniques because they focus on speech and activity. Students also play a role in teaching and learning process in SMP N 1 Surakarta and students act as learners and class participants.

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